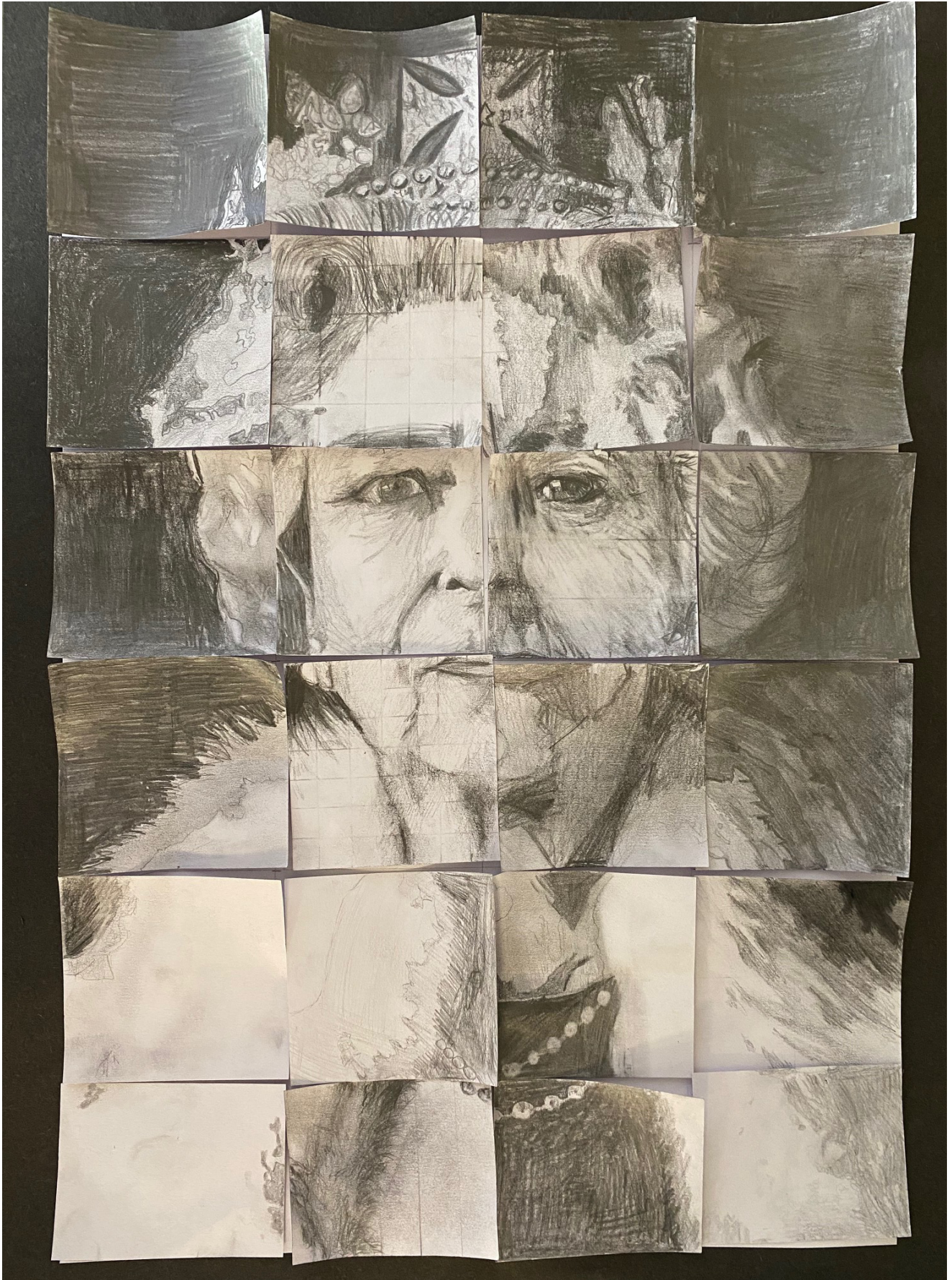


# Make the Leap...

Issue 8



# Introduction

Welcome to the eighth issue of 'Make the Leap', the Ada Lovelace School magazine. For this issue pupils reflect how they have 'made the leap' during the term, both in and outside the classroom.

The school magazine is curated by Miss Sullivan, Head of Art, and features several submissions from pupils who attend the new Magazine Club at school, as well as other pupil and staff contributions.



## Enterprise Days by Liam (Year 9)

Students participated in the Enterprise Day led by Archimedes on Friday, 29th September – our first one of the year!

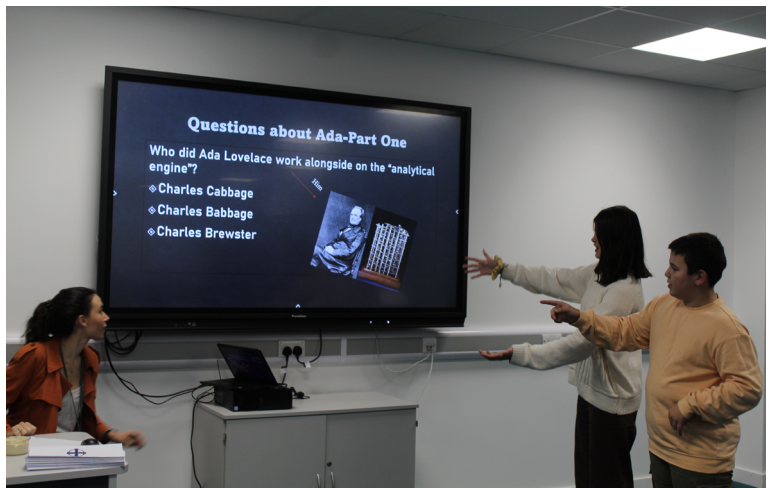
Archimedes' chosen charity is Great Ormond Street Hospital for Children (<https://www.gosh.nhs.uk>). This world-famous hospital specialises in many services, including heart problems, brain surgery and gene therapy, for the benefit of children in the UK and beyond.

Enterprise Day activities included a tug of war, a delicious bake sale and a guest speaker from Great Ormond Street Hospital, who answered questions students had about his work, including: 'Do you prefer day or night shifts?' and 'Do you have any regular patients?'

We managed to raise a staggering total of £1,068 for Great Ormond Street Hospital on the day!

On Friday 21st October students participated in the Descartes Enterprise Day, which supported the charity Blueprint for All, which aims to create a fairer society, regardless of race, background and other factors. It was the first time that Descartes had supported this charity.

Events included a bake sale, a quiz about life at Ada Lovelace and sponsored sporting activities. There was also 'Guess how many sweets are in the jar!' and – of course – money was raised by wearing our own clothes to school. We managed to raise £780.37 for the charity, which is phenomenal amount, particularly for the first time supporting this charity.





- Photos from Archimedes, Descartes and Lorenz Enterprise days







# Music Department by Mr Smith

Hot off the heels of a busy Christmas programme, a select gathering of some of our most confident singers performed at Westminster Cathedral as part of a mass choir with hundreds of other pupils, a professional choir and a specialist orchestra. The pupils performed fantastically and represented the school excellently. It was also a great opportunity to meet pupils from the other trust schools and to enjoy dinner at the historic Westminster School. We're very much looking forward to more opportunities to work together with our trust friends.



# Christmas Concert

Thank you to all the performers, staff, parents/carers and brilliant PTA for helping make the Christmas Concert such a success! Here are some of the highlights:



# MFL Department by Ms Lyons

## Theater- auf Deutsch!

Congratulations to the Year 9-11 students who took part in the German Drama enrichment trip at Francis Holland on Saturday 17th September. Students attended a taster University lecture on German film studies, heard from professionals in careers linked to studying languages and learnt about German culture. They then devised and performed their own sketch shows in German. Well done to all involved, and thank you to the team at Francis Holland for organising the day! Particular congratulations to Nabeel, who won an award for best German, and to Mya and Flora, whose group won the team award.



Imperial College  
London



"Make the leap..."



**Y9**  
All year 9 language scholars

- Y10**
- |          |        |
|----------|--------|
| Leanne H | James  |
| Enzo     | Cid    |
| Leanne A | Nabeel |
| Chloe    | Mia    |
| Claudia  | Dalia  |
| Nicolas  | Nina   |



- Y11**
- |        |         |
|--------|---------|
| Kiran  | Sadalla |
| Daniel |         |

Imperial College  
London







Person: 5-10 personnes  
Préparation: 20 minutes  
Cuisson: 40 minutes

**Vocabulaire**

Match up the English and the French

- |                    |                       |
|--------------------|-----------------------|
| 1. Mélangez        | a) Unwrap             |
| 2. Ajoutez         | b) egg                |
| 3. Déroulez        | c) Sprinkle           |
| 4. Coupez          | d) Granulated sugar   |
| 5. Œuf             | e) Bake               |
| 6. Moule           | f) Butter             |
| 7. Préchauffez     | g) Mix                |
| 8. sucre en poudre | h) Pre-heat           |
| 9. Versez          | i) Cut                |
| 10. Anrosez        | j) Baking tray        |
| 11. pâte brisée    | k) Short-crust pastry |
| 12. Enfournez      | l) Add                |
| 13. beurre         | m) Four               |

Graben Grabgräber Gruben?  
Graben Grubengräber Gräben?  
Nein!  
Grabengräber graben Gräben.  
Grubengräber graben Gruben.



"Make the leap..."



BEFORE



AFTER



**Nuclear Style Tandoori Chicken**

Recipe by Josh

This recipe was inspired by my Indian and Persian heritage.

Ingredients: Chicken thighs, olive oil, onion, salt, paprika, chilli powder, garlic powder, black pepper, oregano, coriander, mustard seeds, turmeric, rosemary and white pepper.

Recipe:

1. Crush everything with a pestle and mortar until it becomes a fine powder.
2. Rub the chicken with the powder until it is fully covered. Add a drizzle of olive oil for tenderness.
3. Put it in the oven at 200 C for 30 mins.
4. Once it is done, pour chilli sauce on it and make sure it is rubbed in properly.
5. Enjoy



**Year 7 Winners**

- Arabella, 7O
- Lilly, 7L
- Lauren, 7V
- Sophia, 7C
- Josh 7V



**Year 8 Winners**

- Ermioni 8V
- Astera, 8A
- Shaniah 8V
- Rafeef 8V

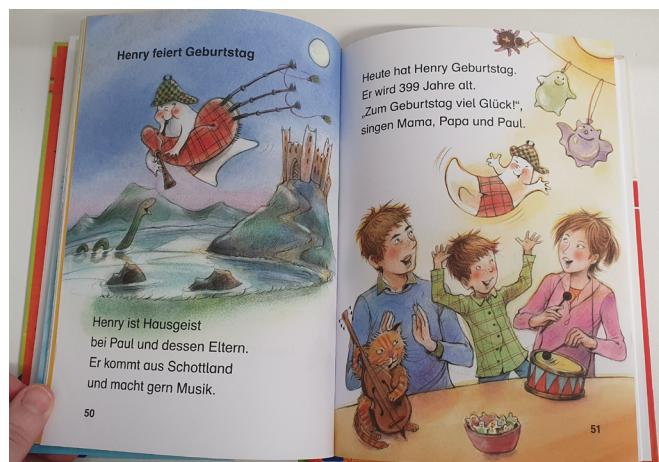
# Year 7 Language Scholars by Ms Gardner

Over the last few weeks, Year 7 Language Scholars have been working on a translation of a German children's book, which tells the story of a boy called Paul and his friend Henry, who is a ghost!

We started by reading the story aloud and answering some questions to help us understand what the text is about. We then read a literal translation of the story, which is a word-for-word translation that follows the German word order and therefore doesn't flow very well in English. Students worked on their own creative translations, turning the literal English version into one that sounds a lot more idiomatic in English.



German	Literal translation	Creative translation
Henry feiert Geburtstag	Henry celebrates birthday	Henry's Birthday
Henry ist Hausgeist	Henry is house ghost	Henry is a House Ghost
bei Paul und dessen Eltern.	with/at the home of Paul and his parents.	who lives with Paul and his parents.
Er kommt aus Schottland	He comes from Scotland	He comes from Scotland
und macht gern Musik.	and makes gladly music.	and loves to make music playing
Heute hat Henry Geburtstag.	Today has Henry birthday.	x ↓ xx ↓ x x ↓ x ↓ x ↓ x
Er wird 399 Jahre alt.	He becomes 399 years old.	Today is Henry's 399 <sup>th</sup> birthday
„Zum Geburtstag viel Glück!“	“On your birthday much happiness!”	Happy Birthday to you, Happy birthday to you, Happy Birthday dear Henry, happy birthday to you...





# Upcoming German Olympiad competition

The MFL department are looking forward to this year's German Olympiad competition. The theme for this year is food and drink, with students able to submit work on any of the following topics. As inspiration, examples of winning entries from the last 2 years are below!

## Years 7 to 9 (age 11-14):

1. Write about a day in your life as an apprentice chef in a busy Berlin hotel kitchen.
2. Create a short video instructing viewers how to cook a German, Austrian or Swiss dish of your choice.
3. Listen to the Austrian poet Ernst Jandl reading his poem "Auf dem Land", <https://www.lyrikline.org/de/gedichte/auf-dem-land-1237>, and work out what animals and insects feature in it. Draw and label them, add a traditional Austrian recipe that relies on one of the animals/insects, and also include a vegetarian or vegan alternative recipe.

## Years 10 and 11 (age 14-16):

1. Write a story about two children from different cultural backgrounds becoming friends through food.
2. Create an online exhibition about various kinds of bread in German-speaking countries, including captions with information about the name, ingredients and how it is made.

## Previous winning entries:



# PE Department by Jhion (Year 9) and Myles (Year 7)

Hello, I am Jhion! I am a Year 9 sports ambassador. We've been busy this term in Sport. In addition to our weekly PE lessons, there has been a range of sports clubs after school such as football, rugby, table tennis and netball. Many of these sports have an opportunity to demonstrate their prowess in inter-trust and borough fixtures and tournaments.

On Fridays, students also have the opportunity to take part in additional sports. This enables us to experience a wide range of exciting activities such as rowing, cricket, rugby, football, Brazilian jujitsu. Participating students have reflected that this is an opportunity to do try something that they may not normally get the chance to do, in the spirit of the Ada Lovelace motto: make the leap!

In October, students from Ada Lovelace represented our school in a borough cross-country competition, with Tyrone from Year 11 finishing second place in the entire Borough! This was a very exciting opportunity for those students, and it was a great representation for our school. Our Year 7's and 8's have made good starts to the year in football, both at the mixed inter-trust tournament and with the Y8 getting confident wins in their league matches. The Netball teams have continued the trend with a strong start to their seasons. A group of female cricketers in Year 8 also engaged in an exciting meet and greet and Q&A session with the England Cricket team!

## Y7 Sporting Moments



## Y8 Sporting Moments



My name is Myles and I am also a sports ambassador from Year 7. So far this year students have studied Netball, Rugby, Football and fitness in lessons and have made a particularly brave start in their Rugby and Netball lessons despite the freezing temperature.

Lessons have been fun, but there have been even more opportunities because of the extended electives Programme. The Year 9 Sport Science students went to Brent Valley Golf Club for Golf taster sessions and the rowing teams represented across multiple years have been particularly strong and skilful in the first term! Further representation has happened at Middlesex Rugby Tournaments, Borough Table Tennis Competitions, and Senior and Junior Basketball. We are very lucky to have the opportunity to do extra activities across the week and represent our school in many ways and hope that after Christmas there will be even more opportunities. Thank you!

## Y9 Sporting Moments



## Y10 Sporting Moments



# Santa dash!

In December, Year 7 & 8 pupils participated in the annual santa dash! This was during national Christmas Jumper Day, with pupils raising money for charity. The PE team donned their santa outfits and ran alongside the pupils.



## **The rise of women's football by Emilia (Year 7)**

**Women's Football is becoming more influential than ever for of many reasons, including watching accessibility. Watching matches live or on TV makes women players and teams household names. Women's football is also gaining in revenue because of sponsorships, broadcast deals and merchandise, while still also seeing greater interests from fans.**

**Women's football was first introduced to the Olympics in 1996 but in the 1970s Italy was the first county to introduce women's football professionally. England's first official women's team did not receive caps from the Football Association for playing in their inaugural international match on 18 November 1972 but now 50 years later on they won the Women's European Championship.**



# Computing Department by Mr Huxtable

Computing in the Autumn term activities:

- Robotics (Aut 1) and programming club (Aut 2), open to Year 7 students.
- 16th November – Cyber bullying lunchtime workshop, poster competition.
- November – CyberFirst Girls competition, with a team making it to finals in February
- 11th November, Year 10/11 Computer Science trip to University of West London

The Autumn term was a busy one for the Computing department, with a series of exciting opportunities taking place between September and December. The term started with the introduction of our first wider learning opportunity, with Robotics Club taking place every Tuesday afternoon. Students were tasked with programming Micro:Bit robots to perform a series of actions, such as drawing shapes on pieces of paper, or flash LED lights in a particular pattern. After half-term, the elective changed focus to Python programming using the Turtle. Students were exploring their creativity through textual programming; getting the Turtle to draw shapes with a variety of interesting colours and patterns.

In a busy month, November saw the start of the CyberFirst for Girls competition with a keen group of Year 8 girls taking part in a series of team based challenges to determine an overall school winner. A small team were successful and have been subsequently invited to compete in a regional final taking place in February. We wish them the best of luck!

Second, a cohort of Year 10 and 11 Computer Science students attended a trip to the University of West London on the 11th November. We were given a tour of the Computing department, completed a programming challenge and learned more about what the University had on offer.

Finally, Mrs Young held a cyber-bullying poster competition during national anti-bullying week. A selection of students gave up their break times to complete a series of challenges which helped to raise awareness about prevention and reporting of cyber-bullying."



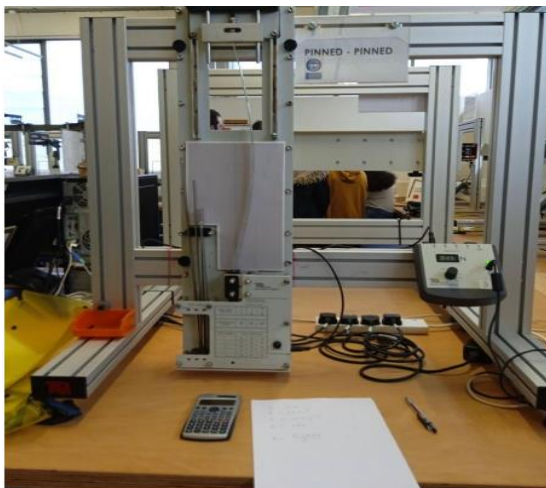
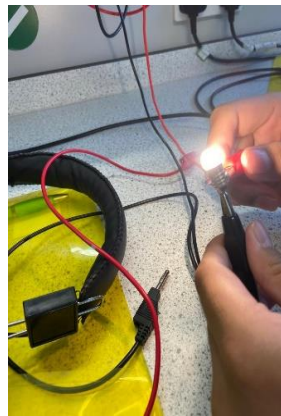


## **Brunel University Engineering** **Masterclass by Samaa (Year 9)**

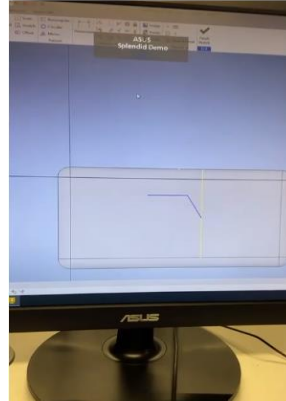
During my visit to Brunel University in the Autumn term, I learnt about many different types of engineering and ways to pursue a career in the subject. At the beginning of every session, we would watch a programme in the interactive dome about different space crafts and rockets. One was about the International Space Station, including a description of each part of the station and what purpose it served.



In the first week, we were given electrical engineering equipment to try and create a spark on a light bulb. We were also tasked with calculating the frequency of radio waves that the machines produced.



Later in the course, we had an aerospace professor come and give us a workshop about the history of aerospace and the advancements the industry has made in the last few decades. We also created designs for rovers we would build that would be able to withstand the environment on Mars.



During my last week at Brunel, we learnt about civil engineering and had a competition to see who could create a stable bridge with the least number of resources possible. We then tested our bridges using weights to see if they could hold enough mass and not break. The image below is the bridge my group created. Unfortunately, we only got 4th place, but it was still a lot of fun.



At the end of the course, we were presented with our certificates, lanyards and 3D printed keyrings to keep as a souvenir. I am very grateful for the experience, and I encourage everyone in the younger years to take part in this course.



## **Chess Club by Jake, Ali and Noel (Year 8)**

**A group of Ada Lovelace students participated in the under-19 national chess tournament at Westminster School. The school was really old and fancy. We were the most consistent team, proceeding to gain an impressive win rate of 0-18. We lost every game, but had an amazing time playing high level students from other schools. In the team were Aurelio, Jake, Ali, Noel, Beaumont and Ada.**

**In the first round everyone at the tournament crowded around Ali's chess board as he was in an intense game that went to the wire. Sadly he lost, but was praised by the opposition teacher saying that he could never see moves like the ones Ali made. Last round our best player Aurelio accidentally blundered a checkmate in one turn, even though he was in a winning position. We went to McDonald's afterwards, so we all got very excited and proceeded to order a ton of food! Noel ordered three mayo chickens and between us we ordered sixty nuggets and ended up breaking the McDonald's kitchen. It was an enjoyable evening and we hope to win all our matches next time!**



# English Department by George

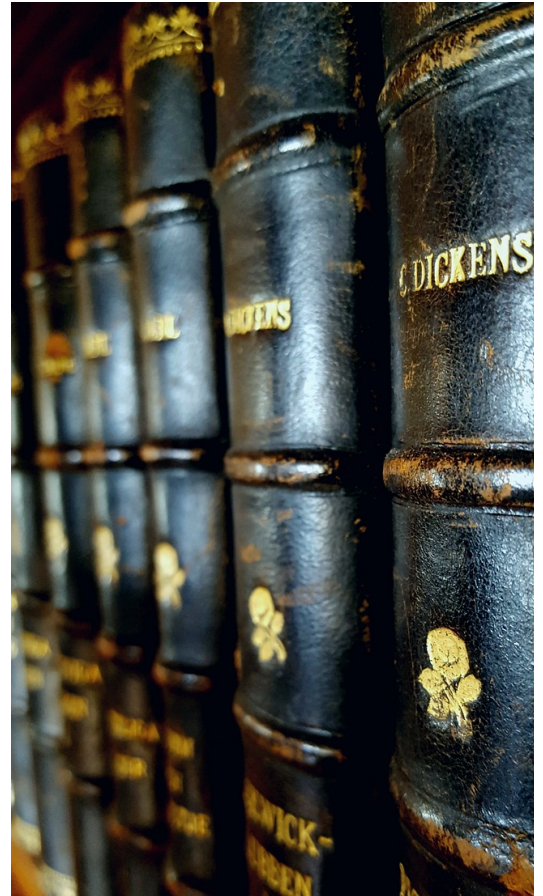
## (Year 8)

In English this year we are studying the language of protest. This involves us reading different poems, newspaper articles and speeches by people who have used words to get across an idea. Furthermore, we have analysed the pieces of text and brought out the occasional hidden idea.

We recently read a poem by Benjamin Zephaniah called 'We Refugees' which explores the idea that at some point, everyone has had a refugee in their family or someone that has had to leave their home for some reason. Recent newspaper articles have put a fixed idea of what a refugee is in our heads but really, they could be anybody. This is an unconscious bias that people have which Zephaniah has tried to remove. Even though the word refuge and refugee have the same root and are linked people think of completely different situations. You could take refuge at a bus stop when it is raining but you think of a refugee as someone escaping war or conflict.

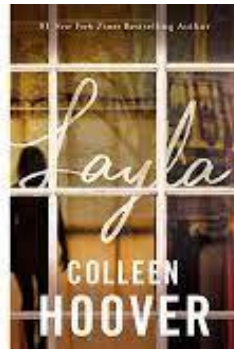
## Charles Dickens trip by Franka (Year 8)

During the trip to the Charles Dickens museum, we were given an insight into his life and learned lots of facts about life in the Victorian era. We were provided with a tour around his house, with lots of artefacts from the time. We were able to practise writing with feathered quill pens which Dickens would have used while writing his books. After this, we were given a tour around some areas of London that were important to him during his lifetime. For example, we went to his first place of work and learned about how he went around deprived places for inspiration for his writing.



# LAYLA (NO SPOILERS REVIEW) BY NORAH, YEAR 9

*Layla* is a romance thriller by the amazing author, Colleen Hoover. She is a number one bestselling author on the *New York Times* list and has sold over 20 million novels. Her novels always draw you in from the start and you will not want to put this book down. If you are into a heart-stopping romance with an element of suspense, you NEED to read this.



## ABOUT

This book is about these two people (Leeds & Layla) who are convinced they will spend the rest of their lives together. Suddenly, a violent attack leaves Layla fighting for her life. Weeks in the hospital go by and she recovers physically, but mentally she is not the same person that Leeds fell in love with. After she is discharged Leeds takes her to the Bed and Breakfast place where they first met. As time passes, Layla's behaviour begins to change still further. Leeds soon finds another guest at the B&B (Willow) and forms a connection with them through their shared concerns about her mysterious past. Now, Leeds has two options: figure out what is going on with Layla, or help Willow find the answers she needs. Who will he choose?

Other amazing Colleen Hoover books include:

*Confess, Verity, November 9* and *Reminders of Him*

# *Fear Street – film review by Yassmin, Year 9*

*Fear Street is a horror movie based upon The Fear Street books, that take place in the fictionalized town of Shadyside. It features average teenagers older than the typical Goosebumps preteens, who encounter malignant, sometimes paranormal, adversaries.*



*If you like horrors, you should watch it, because it's very interesting and spine chilling. Many people enjoy Fear Street as it has many gruesome scenes, jump scares and plot twists. It is also a love letter to the horror genre, and it is also reminiscent of horror films like the movie IT/The Conjuring. If you would like to take more time enjoying Fear Street, then you should read the book.*

*The author RL Stine became an author because he remembered reading the popular/infamous Tales from the Crypt comic books, when he was young and credited them as one of his inspirations.*

# The Lord of The Rings: Rings of Power

## An expensive mistake or an underrated masterpiece?



Despite the recent Lord of the Rings: Rings of Power television series perfectly handling its CGI, costumes and music, fans of the Tolkien universe are making the series' few mistakes the center of their attention. Is their criticism justified?

The billion-dollar Amazon Prime event, according to IGN, a popular video game and entertainment media website, Amazon's Rings of Power series reportedly cost almost \$60 million per episode (making it the most expensive TV show ever made), is an average and enjoyable show for those who do not know the lore, but for hardcore Tolkien fans the show is filled with flaws.

### **PACING PROBLEMS:**

According to CBR.com, a website dedicated to the coverage of comic book-related news and discussions, 'A common criticism from the Tolkien fandom has been the poor pacing of *Rings of Power* when compared to both Peter Jackson movie trilogies. By the time the series reached its halfway point, there had been little action, despite having racked up almost four hours of runtime.' Reddit users have called the show "boring and uninspiring." Due to its continuing focus on the mystery behind several of the main characters, the show's plot leaves little that is enjoyable or relatable.

## **THE HARFOOTS:**

Fans did not react well to the addition of the ancestors of the Hobbits of the Shire. In a supposedly failed attempt to bring in a sense of familiarity to the show, fans have not enjoyed the representation of the halfling wanderers for multiple reasons, one of them being their appearance. With bushy hair, soiled-looking clothing, and Irish accents, these are far from the Hobbits we have met before. Some Reddit users have even taken offence at their more rugged appearance, finding the use of fake Irish accents potentially offensive. Furthermore, the first Hobbits were observed around a millennium into the Third Age, making them relatively new to Middle Earth, meaning that Harfoots would probably not have existed at the time of Rings of Power.

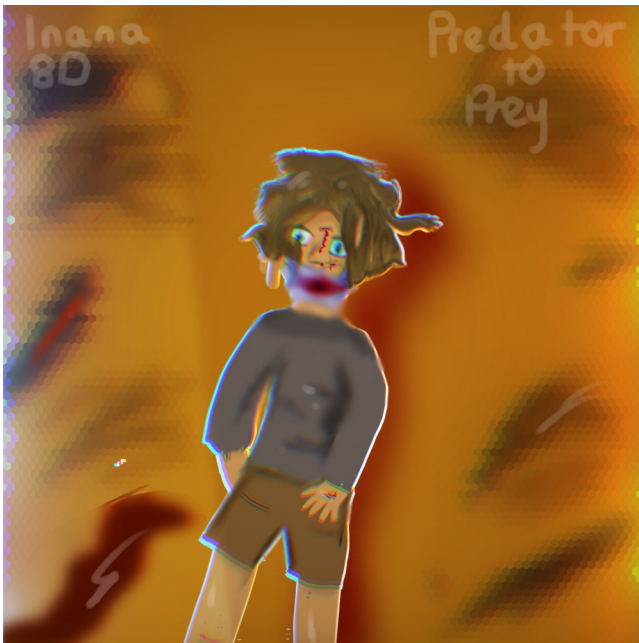
In the books, Harfoots are of little consequence to the greater world, while in the series, they are treated as main characters with a key role to the storyline, again making their addition confusing and unnecessary.

## **ACTING AND WRITING:**

Amongst the countless changes which go directly against Tolkien lore is that television writers failed to recreate the deep and meaningful tone of Tolkien. Significant moments in the show are made awkward by lousy dialogue accompanied by, according to fans on Reddit, “wooden” and “boring” acting, which ruins moments which could have made the show much better. Compared to the Peter Jackson movies, which were described by critics as balancing spectacular action with emotional storytelling, leaving audiences both wholly satisfied and eager for the concluding chapter, the show left fans of the original movies wanting more

## **MY OPINION:**

As someone who is new to the fandom (I've just started reading Tolkien's works although I am a longtime fan of the films), I really enjoyed the show. Of course, it had countless flaws, but it was very enjoyable overall, I mean the CGI alone and the beauty of the show should compensate for some of the flaws, but Reddit users and fans in general are nitpicking everything, I'm not saying they are in the wrong, but I think they've taken it too far and should just try to see past the flaws and simply enjoy the show. 'Rings' deserves a second season Jennifer Salke, head of Amazon Studios, revealed during an interview with *Variety*, “We're building infrastructure for five seasons. We're building a small city. We were always going to spend what we needed to spend to get it right.” Overall, the show has all the tools to redeem itself. It is just a question of whether Amazon is going to step it up from now on and take in the fan feedback.



## Predator to Prey by Inana (Year 8)

A post WW3 short story about a new species interacting with the last humans.

I walked through the barren wasteland, taking it all in, one of the first of my kind. I had to survive here?

Bodies surrounded me, their skeletons decayed, no doubt by nuclear radiation, which had just fallen to safe levels. The Human Era was no more.

Although I had just been put down on this world after being primed for it my whole life, I knew everything about our species' predecessors. Niamh and I, we both had to start a new race and ensure that Earth didn't fall to its destruction; our only tools cat eyes, elf ears and deadly magic.

Then I heard something scuffle beneath me and a man in tattered clothes and wild eyes jumped in front of me. I had no idea how he survived, but I was told that anyone who got in my way should be killed. The Gods were ruthless, and that's how they wanted me to be.

With cracked lips and a hoarse voice, the man said, 'Have I finally been sent an angel?'

He needed glasses.

A large cut, on his leg, which had turned the limb an ugly, rotting brown, showed me the scars of the last world war.

The expression on his face pulled at my heart, but I had been told that killing humans was right. Only killing my own kind was wrong. And it wouldn't take much for the Gods' wrath to turn against me. Just one wrong move and I would turn from predator to prey.

Trying not to look into his eyes, I concentrated on my hands and tried to use Blood Magic; the chemicals I put in there would kill him in a matter of hours. There was no need: he collapsed on the floor and did not open his eyes again.

I felt something wrench in my heart and a woman's voice whispered into my ear, 'Be quicker next time. Don't let your feelings take control. Because you know what will happen if you do.'

I nodded mutely and called out for Niamh, who was trying to find some sort of food that wasn't destroyed. None of it would be irradiated; the Earth's radiation and atmosphere had been completely reset to what it was when it started by the Gods, with the few humans lucky enough (or doomed) to survive ignored.

But those same powerful beings had left us here, totally alone, with only magic and intelligence to help us. They wouldn't let us die and return to the paradise in which we had been born,



until the job had been done. But if we took too long or did something wrong, then we'd both be confined to Hell and the whole saga would start again. We would watch as others did what we could not.

'Niamh! Where are you?'

She could hear me, I knew it. She had the power to bolster her senses. Either she was busy or she had no way to get back. Then I heard her voice calling.

'Liam! Come on, I need you right now!'

I hoped a human wasn't attacking her. What if she was going to die? The next step wouldn't be good. If either of us died before our time, we would both be subjected to the same dreadful fate. I sprinted towards her, where she and another human were on the floor.

I raised my hands, thinking about the words that had been whispered into my ear a few minutes ago. 'Go to Hell- ' I screamed, but Niamh held me down.

'NO! Liam, she needs help, don't you see?'

A small human girl, her dirt-stained face streaked by tears was trembling in fear as Niamh tried to pass her some water. Before the thing could lap it up and lap up our future, I snatched the liquid of life away. 'No! Remember our assignment. Let the thing die. It's not needed anymore. Would you rather it goes to Hell or us?'

The same voice whispered words of approval and Niamh hesitated, clapping her hands over her ears, and pacing as the human said, 'What are you?' It's young eyes filling with tears.

Her hand shaking, Niamh forced the words to come out of her mouth, 'I'd rather go to Hell than live in a world like this.'

'Who's known you longer? Me or that half-brained thing?'. The human whimpered. 'I've never seen people with e-elf ears before.' My fool of a friend talked to her gently, 'We aren't humans, but we don't want to hurt you.' We? More like you, Niamh. 'You know what they said. She's an animal. I don't want to go to Hell. Don't be heartless.'

'Look in a mirror. You need to say that to yourself.' Niamh spluttered out angry complaints, then I had enough. Raising my hands, I worked deadly particles of carbon monoxide, arsenic and lead into the girl's blood (and a little into Niamh's but not nearly enough to kill her) and the worthless thing lay on the ground, too weak to move or speak.

Niamh looked at me in repulsion. 'You evil... you're just like the Gods.'

She grabbed my spear and before I could react, ran it through her heart. I just sat and waited as the two girls died, my heart descending below my feet while an enraged voice was whispering at me.

'I tried, believe me.' was all I had the energy to say. The last thing I ever said to Niamh in life was a string of ugly curses and fractured words. They all came from my heart.

And then a hole opened in the ground, and I felt myself falling, falling.

All the way to Hell.

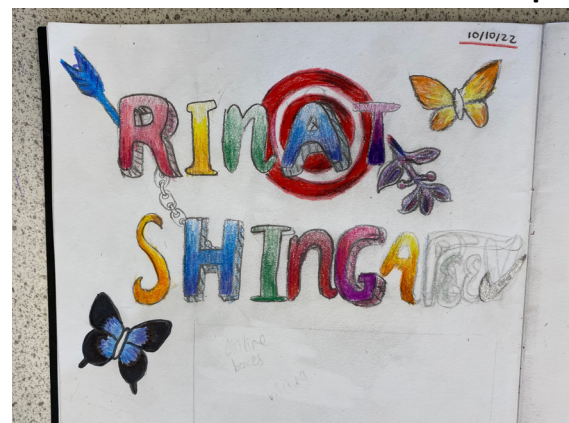
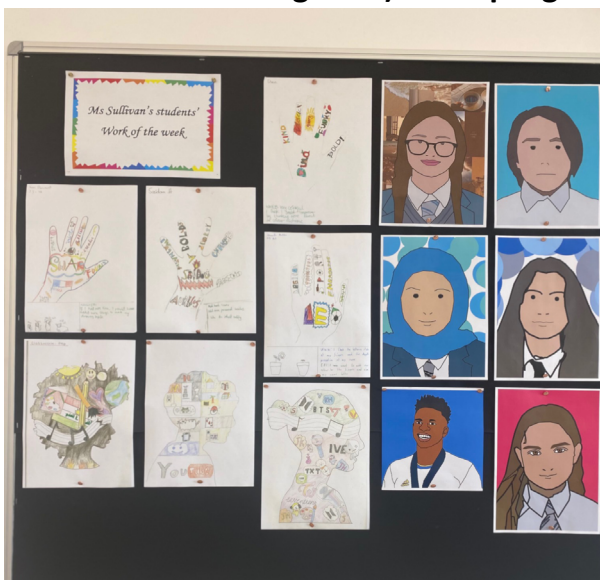
# Art and Graphics Department by Ms Sullivan

This term pupils in Year 7 have been completing their final pieces for Hamsa hands using the skills of symmetry and tone.

In Year 8 pupils have been finishing their self portraits using the skills of proportion, tone and texture. This year we have also introduced some digital lessons where pupils get to grips with the fundamentals of Photoshop. Pupils managed to create a pop art inspired portrait after one lesson!

In Year 9 Art pupils have been studying the topic of distortion using photography manipulation with a final painted or drawn piece. In Year 9 Graphics pupils have started their Graphics work with a project on travel poster design, learning the basics of typography and design aesthetics.

In Year 10 Graphics and Art, pupils are working at a series of smaller workshops to improve their skills in their relevant subject. Year 11 have now begun their exam project (therefore we cannot show their work in the magazine). Example grades for Year 11 are available to view on Copia.

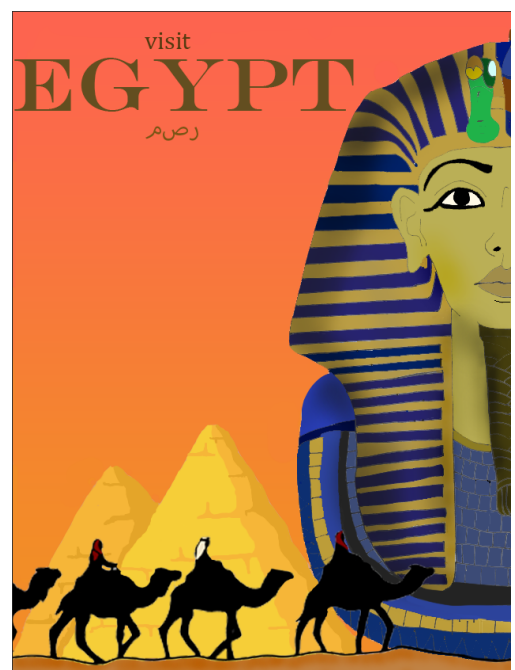


Year 8 work in progress

by a selection of Year 7 & 8s

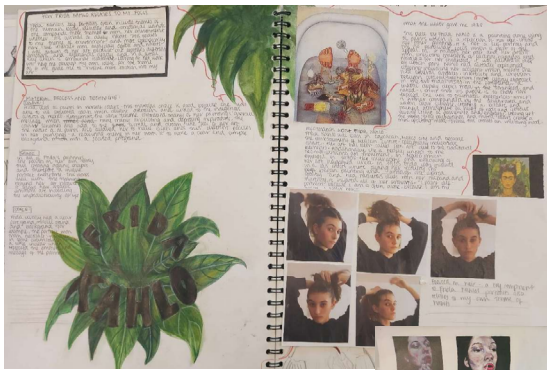


by Gabriel (Year 9)

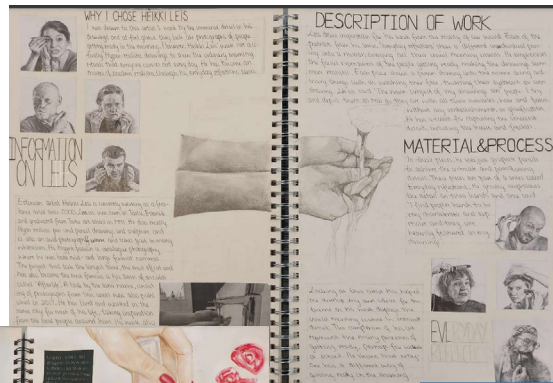


by Nehal (Year 9)

A selection of work from this term by Year 10 Art and Graphics pupils.

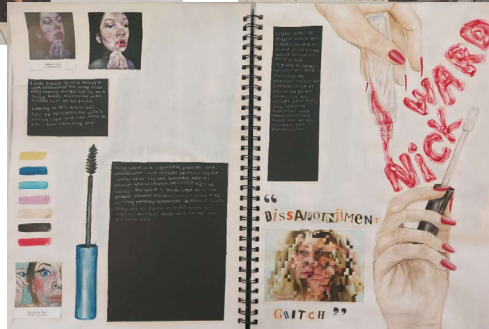


Lorraine



Keana

Year 10 Artists of the week



Dalia

# Graphic Designers of the week

Each week showcasing excellent pieces from Year 10 Graphics pupils

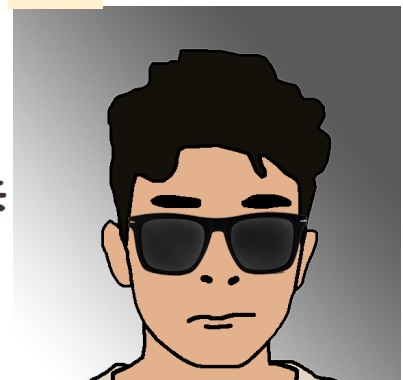
Ashton



Pablo



Malek



# Graphic Designers of the week

Each week showcasing excellent pieces from Year 10 Graphics pupils

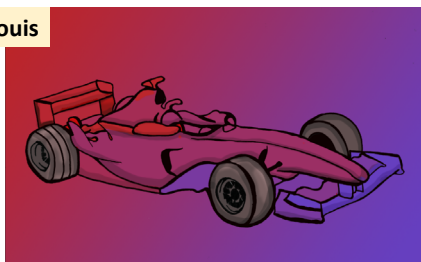
Sam



Rio



Louis



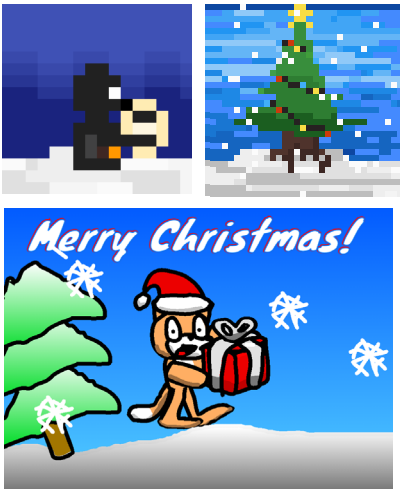
Tayib



# Winter competition (digital) winners!

10 positives/work exhibited in the school magazine

WINNERS CHOSEN MARKED AS HIGH IN CREATIVITY AND SKILL!



Leon – Yr7



Himeri – Yr8



Lillia – Yr9

# Winter competition (digital) winners!

5 positives/work exhibited in the school magazine



Omar – Yr7



Omar – Yr9



Liam – Yr9

# SHOW RACISM THE RED CARD SCHOOL COMPETITION 2023

We want to encourage participants to think about racism and produce their own work about this serious issue. All year groups are welcome to produce work in any medium be it artwork or a t-shirt design (Templates available to collect in the art office).

**Deadline: Schools have until the 4<sup>th</sup> March 2023 to take part.**

## Rules

- Artwork must not exceed A3 size (297 x 420mm)
- Group entries are permitted but limited to a maximum number of 6 young people per group

<https://www.theredcard.org/wp-content/uploads/2023/01/SchoolCOmpetition2023Flyer.pdf>



## CREATE A DESIGN TO EXPRESS YOUR VIEW OF LIFE IN LONDON

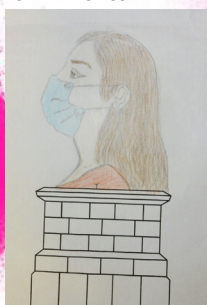
1. Draw your design on top of the template (Ms Sullivan has emailed this out and art teachers have physical copies to give you)
2. Develop your design with colour / tone / detail to show your skill
3. Write about your design. How does it reflect life in London?

'LONDON BEANS'



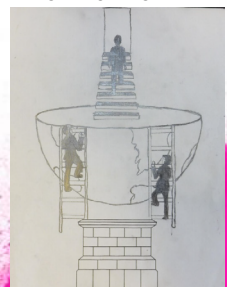
You have been invited to enter the competition hosted by the Mayor of London and the Arts Council England

'PORTRAIT OF COVID'



## THE FOURTH PLINTH SCHOOL AWARDS 2023

'INTO THE UNKNOWN'



Design a piece of artwork to be displayed on the 4<sup>th</sup> plinth in Trafalgar Square.

Deadline for entries is 24th February 2023 – hand in or email your Art/Graphics teacher

## Year 10 Art Trip - Pitzhanger Gallery by Ms Murphy

Year 10 Art students visited Pitzhanger Gallery on Monday 9th January to develop GCSE coursework for their current project about the Environment. As part of the visit students had private access to the exhibition 'Sense of Wonder,' a curation of digital painting and sculpture from artist Matt Dixon. Students encountered Dixon's robot creations within utopian and dystopian landscapes helping them to consider their theme in a different context.

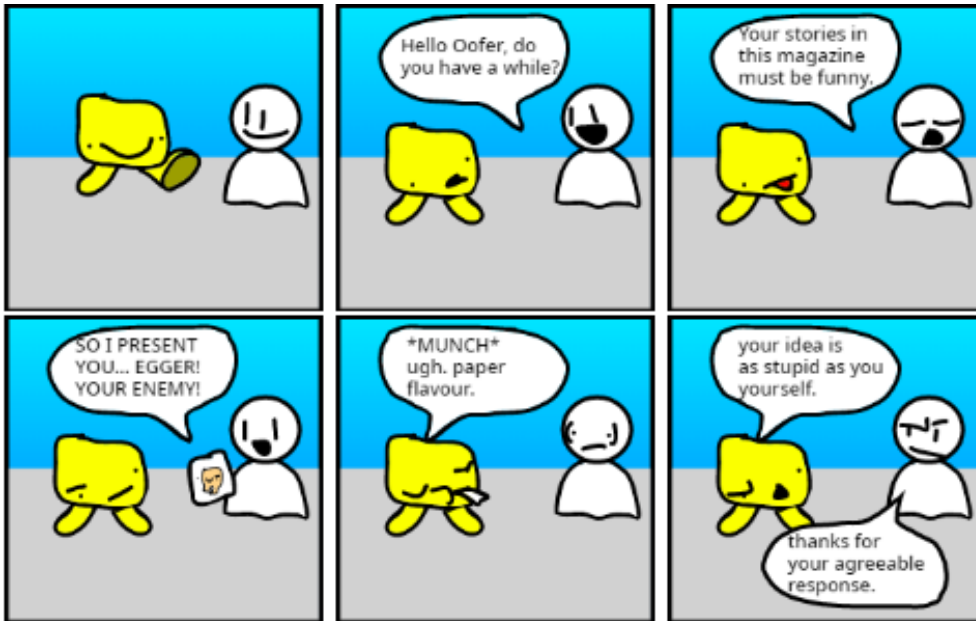
To develop their technical drawing skills from the recent Q2 assessments, students also participated in a workshop at the gallery, creating their own perspective drawings in response to historical paintings.

The trip was a great opportunity for students to build on their portfolio of coursework for GCSE Fine Art.



# Comic strips by Leon (Year 7) made in magazine club

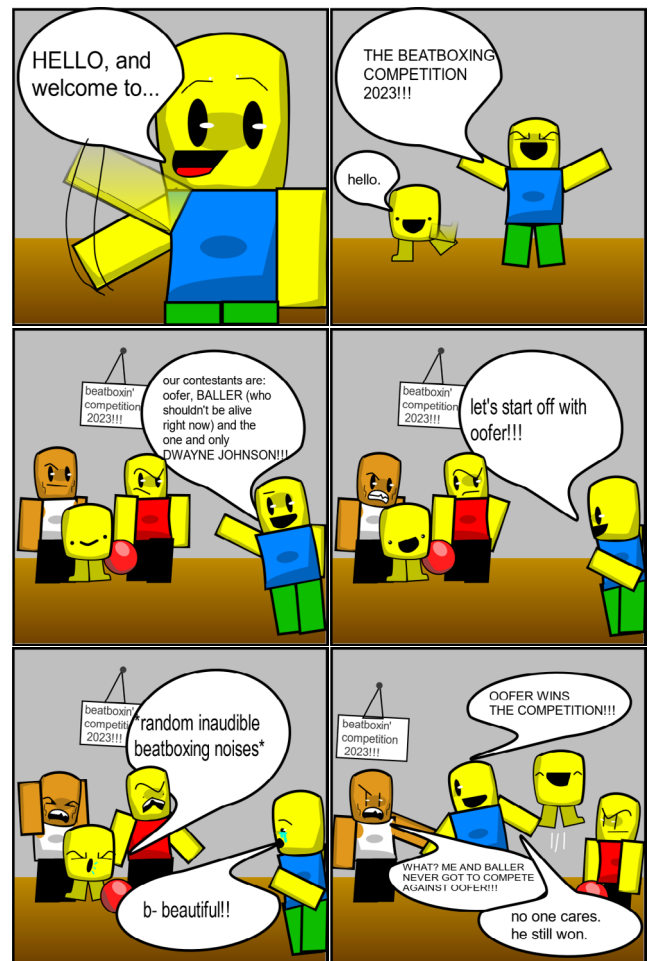
Making amazing progress in digital skills with every comic he makes!



## OOFER'S RANDOM ADVENTURES: #2 BY CRAZYLIKEME30



OOFER'S RANDOM ADVENTURES #3 BY LEON, 7C



Oofer's random adventures #4 I guess

Last year, we achieved our silver accreditation with TFL STARS. We did this by raising awareness of road safety through assemblies,



tutor time sessions and a road safety inspired obstacle course. In addition to this, 85% of students are now travelling actively to and from school (walking or cycling)! We achieved this by running

bike maintenance and safety courses and encouraging students to cycle through the Golden lock and Bikers' Breakfast. This shows that we are all playing our part to reduce our carbon footprint!

This year our work continues! We have already conducted an investigation into the air quality around the school. We discovered that there were higher levels of particulate matter in more densely populated areas, for example near the entry gates where parents drop off students at the start of the school day.



On the other hand, there were also more nitrogen sensitive lichen around the school playground, such as Hypogymnia, showing that nitrogen levels in the school were lower in areas further away from the roads.

Looking forward, we hope to raise the level of students travelling actively to 90% and we will be holding more Golden Locks and Bikers' Breakfast to achieve the TFL STARS Gold Award.

Furthermore, we will be holding our first Eco Active month in spring this year. This will include a prize for the greenest form and many events to get us all travelling more actively!

We are looking forward to all of you getting involved, to help make our school community a greener place!



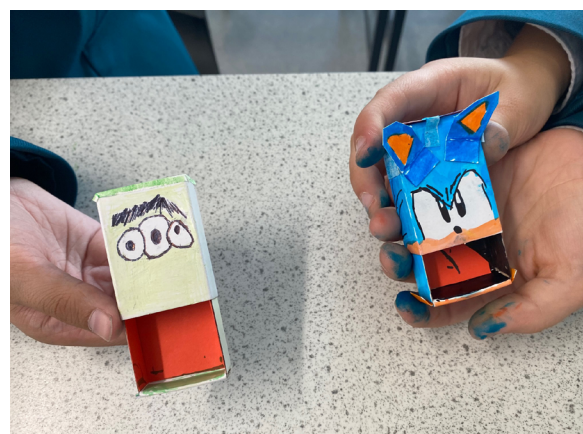
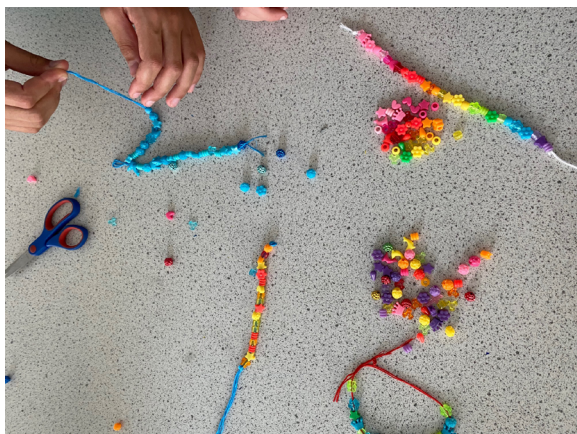
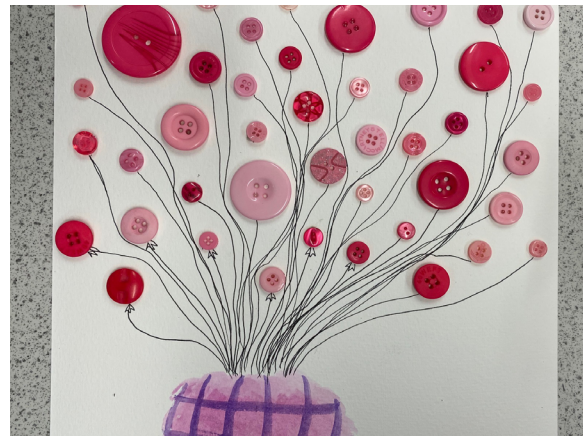
The TFL Ambassador Team





# Extended Elective timetable:

Monday	Tuesday	Wednesday	Thursday	Friday
Year 11 Computer science Intervention 0.01 Mr Huxtable After School	Year 7 Coding Club 0.02 Mrs Young After school	Show Rehearsals D&D Studio After School Ms Pennell Year 7-10 Invite Only	KS4 Science Club 3.05 Miss Fernandez After School	Year 8 Language Scholars Club 2.08 Lunch A Miss Theilsson
Y9-11 Money Club 2.03 Miss Virdee After school	KS3 Science Club 3.15 Miss Trimble After School	Year 7 Book Club 1.07 Ms Collin & Mr Dusting Wednesday Lunch	Chess Club 2.04 Mr Zivkovic After School	Senior Big Questions Club LRC Lunch Time Father David
Gardening Club 3.04 Mr Newslead After School (Starting after Half Term)	Show Rehearsals D&D Studio After School Ms Pennell Year 7-10 Invite Only	Junior Big Questions Club LRC Lunch Time Father David	Year 8 Book Club 1.01 Ms Sivalogan & Ms Gould Lunch Time	Year 9-11 Chamber Choir Miss Ballovich PC 13:10-13:45
Philosophy Society Room 1.13 After school Miss Sandiford Year 7-11	Drum and Djembe 0.03 Mr Smith	Yrs 7,8 Music Tech Club Mr Smith 0.04 12.35-12.55pm	Year 9 Book Club 1.02 Ms Khan Lunch Time	Bands Mr Smith Miss Ballovich Mr Cundall Practice Rooms 2.00- 3.15pm
Drama Club D&D Studio After School Ms Pennell Year 7-11	String Orchestra All Years Mr Manoras 0.03	Upper School Theory/ Composition Support Mr Smith 0.04 13:10-13:45	Orchestra All Years Mr Smith 3.45 - 4.45pm 0.03	
Language Scholars Club Room 2.11 After School Mrs Gardener Year 7	KS3 Art Club After School 1.14 Miss Shaw	Gospel Choir Ms Sivalogan PC (from after Feb half term)	Art and Graphics Coursework Catch Up Club After School 1.14 Miss Sullivan/ Mrs Murphy	
Ada Attenborough's 2.20 Miss Sherlock After School		Magazine Club Every Other Week After School 1.16 Miss Sullivan		
Guitar Ensemble Years 7,8 Mr Cundall 12.35-12.55pm 0.03				
Year 7,8 Choir Miss Ballovich & Mr Smith PC 12.35-12.55pm	If you have not joined one of these extended electives but would like to attend this term, please get in touch with the teacher running the club and they will let you know if there is space for you to attend. You <b>cannot</b> apply through MS Forms, Mrs Dixon or Ms Wells.			
Art/ Graphics After School Invite Only 1.14 Miss Sullivan/ Mrs Murphy				



Work by KS3 pupils in Ms Shaw's Art club

# Mental health by Hannah (Year 9)

Mental health can be scary. The thought of something only existing in your mind but affecting and disrupting the flow of life, has been a weighty topic for me growing up. World Mental Health Day was on the 10th of October, a chance to not only share our struggles with mental health and how to look after it, but to celebrate how so many people worldwide have had help to overcome it.

What is mental health? Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Issues concerning mental health can frequently be caused by childhood abuse, trauma, neglect, social isolation, loneliness, experiencing discrimination and stigma, like racism. However, mental health can be caused by many things and it is normal to feel down for lengthy periods of time, however foreign it might feel to you.

Perhaps you have or had mental health issues, or maybe you're just looking for a new, optimistic outlook on life, but regardless, here are my three favourite tips to boost your mental health.

## 1. Make social connections with people

However tempting, it can be quite damaging to your mental health to stay cooped up in your room all day. The internet is great, but sometimes it is vital to spend time with friends and family.

## 2. Take up a hobby

We are all guilty of being 'too busy' to be available for our own leisure, but it is a necessity for emotional and mental health. Find something you love and dedicate some time in your day to relax and unwind.

## 3. Try to keep a healthy sleep schedule

Have a good balance of not too much or too little sleep. It is important to be able to function during the day, but over-sleeping can make you feel more lethargic during the day.

If you ever feel like you need someone to talk to in school, there is always your tutors, head of years, the safeguarding team, and any member of staff you feel comfortable with. Similarly, confide in anyone that you feel you could chat with outside of school as well. I guarantee someone would like to listen.

Overall, the main takeaway from this is that your mental health is worth looking after: don't ignore it. Thank you for taking the time to read this; I really hope you feel encouraged to try to prioritise your mental health.

<https://www.mind.org.uk/information-support/>



**Next Issue:**

**Half term highlights**

**Subject reflections**

**Competition winners and runners up**

**Reviews**

**and more!**



**- Collaborative artwork created by Year 10 Art pupils in remembrance of Her Majesty Queen Elizabeth II**

